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ABSTRACT

This booklet guides the development director of a parochial elementary or secondary school in making effective use of time. The booklet's introduction considers the development director's role as a leader and describes four factors rendering this leadership function complex: (1) the conceptual, technical, and human dimensions of the director's role; (2) the position of the director within the school and church hierarchy; (3) the draining nature of the leadership process; and (4) the "unconscious conspiracy" within schools that distracts leaders from important matters. These factors make it vital for the director to make effective use of time and to organize the job in ways that encourage focusing on important issues. To answer the questions that a director faced with these needs might ask, the booklet describes methods both for taking care of oneself and for taking care of others. These methods emphasize minimizing the sources of time loss, managing day-to-day routine, managing motivational activities, managing helping relationships, handling (and sometimes creating) conflict, and developing a supportive school climate. Checklists for self-assessment are provided, and a nine-item bibliography is included. (PGD)

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The Development Director: Making Each Moment Count

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The Development Director: Making Each Moment Count

by Joseph F. Rogus and Robert J. Yeager

1987

National Catholic Educational Association
Office of Development

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The Development Director: Making Each Moment Count

Joseph F. Rogus & Robert J. Yeager

Introduction

The role of development director is essentially one of leading. Leading is the process of influencing others toward a set of program outcomes that are owned by a group, providing support for the group, and concurrently helping individuals within the group to address the needs that impelled them to join in the first place.

The development director's charge is to first view him/herself as a leader and then to behave in accord with this self-image. Leading is always easier to talk about than to do. This is particularly true for the development director whose leadership challenge is rendered most complex by four factors: (1) the demands of the development role; (2) the place of the development director's position in the school and/or parish hierarchy; (3) the draining nature of the leadership process; and (4) the unconscious conspiracy that exists within school organizations to keep leaders from focusing on important matters. Each of these factors is worth close scrutiny with respect to the theme, "Making the Most of Each Moment."

Complexity of the Development Role

The development director's role has conceptual, technical, and human dimensions. The technical arena receives substantial attention in the development literature; the concep-

tual and human are addressed less explicitly but are of equivalent, if not greater, significance.

The task of directing development begins properly in the conceptual arena with an understanding of the distinctive purpose of the Catholic school and its historically unique contributions to the quality of American life. This understanding encompasses a grasp of the school and/or diocese's response to the question, "What makes our school(s) distinctively Catholic?" The response to this question lies properly at the forefront of all development program efforts. To lose sight of this vision is to render development activity as movement for its own sake such action conducted over an extended period is bound to be draining in a personal, as well as, institutional sense.

Armed with a vision of the school's reason for being, the director's conceptual and technical task is to consider how the institution is managed and how it is perceived by its publics as a basis for determining the human and financial resources the institution can attract. In focusing on resource development, the director's first charge is to establish a climate of receptivity, receptivity for accepting and working with volunteers in a variety of events and programs; receptivity to donors' stepping forward with a commitment of funds for programs and activities that serve the needs of the institution and simultaneously fulfill the needs of the donors; and receptivity to investment in the institution at various levels ranging from the simple (raffles, sales, Bingo) to the complex (corporate partnerships and foundation challenge gifts) (Jarc, 1985).

Once a climate of receptivity has been established, the director's charge is to develop action plans, assure that those plans are carried out, and assess development program effectiveness, all the while maintaining a futures focus. Action planning involves the conceptual, technical, and human skills essential to case statement development, working with advisory committees, communicating with varied constituencies, designing and carrying out project donor plans, cataloging investment options, arranging for donor recognition and rewards, targeting potential donors, etc. The list could be expanded *ad infinitum*.

In effect, the role of the development director is complex and demanding; this would be the case even in a culture where the role were understood and supported by all mem-

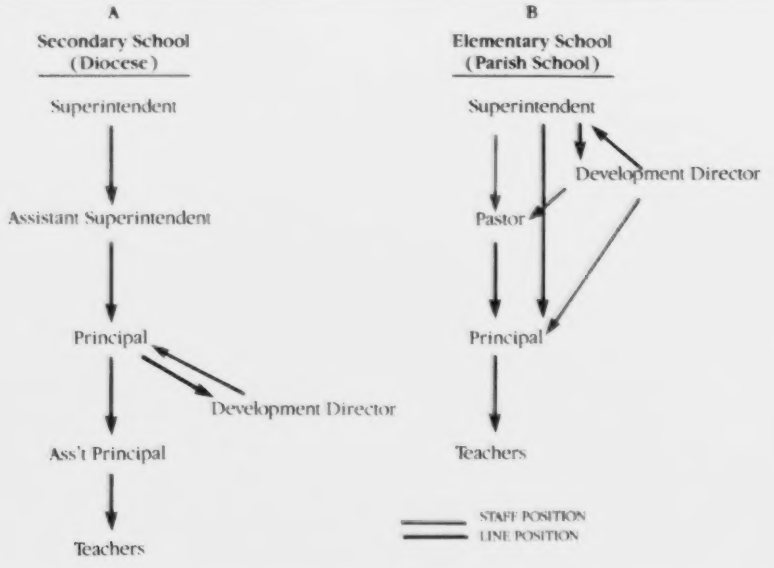
bers of the organization; and this is seldom the case in the school organization.

Development Director's Position in the Hierarchy

The Church and its parishes, as well as its Catholic schools, have been historically organized as bureaucracies. The rationale for advancing a bureaucratic organization has always been technical superiority over other forms of organization (Weber, 1946). The classic bureaucracy is characterized in part by: (a) a division of labor; and (2) reliance on hierarchical levels of graded authority (Weber, 1947).

Figure 1 describes two forms of organization common within diocesan secondary and elementary schools. Each form illustrates the place of the development director in the hierarchy. Form A is a secondary school model; Form B is applicable to elementary schools. Multiple variations exist with

FIGURE 1—Secondary and Elementary School Hierarchies: Samples



respect to each form, but both illustrate the two characteristics cited with respect to bureaucracies against which the development director's role must be considered: (1) the responsibilities of each person in the hierarchy are different from those of all others; and (2) those persons located higher in the line organization have authority over those occupying lower line and staff positions.

The hierarchical organization conveys a clear message. The director's performance at the secondary level, for example, is subject to principal and/or superintendent approval. At the elementary level, it is subject to the pastor's approval as well. Reluctance to support development efforts at any of these higher levels can set severe limits on development program effectiveness.

The hierarchical structure says much by what it does not say. It does not say, for example, that the director's role by virtue of its newness and its "staff" as opposed to "line" nature has a less than clear place in the hierarchy. This reality adds complexity to the director's role. Teachers who most frequently view themselves as lowest in the hierarchy are commonly unsure of their relationship with the director, irrespective of rhetoric surrounding the staff nature of the position. They commonly tend to view the director as a superior unless and until they find otherwise. History has taught them to be cautious. Parents and volunteers are likewise uncertain as to where the director's position fits. Until they find out for certain, passive non-involvement is likely to be the performance norm in relating to development program outcomes.

The organizational structure further fails to stipulate that schools tend to be loosely coupled organizations, that is, organizations in which persons whose roles appear lower in the hierarchy desire and do function somewhat autonomously from those at higher levels. Teachers, for example, teach; and they desire to and do teach relatively free of administrative intervention. Building administrators desire to and do administer their programs relatively free of central office intervention. The development director's role is one of planned intervention among staff who commonly prefer less rather than more intervention.

In effect, the complexity of the development role and its awkward and yet unestablished position in the hierarchy make effective program implementation intensely demanding

in a personal sense. The complexity and perceived ambiguity extend the draining nature of the leadership process.

The Draining Nature of Leadership

The act of leadership is by its nature enormously draining in a physical, emotional, and psychic sense. Leadership is the process of giving of self in a servant mode to free others to grow while working to achieve organizational outcomes. Effective leaders in effect are able to submerge themselves on behalf of others. They control the urge to control. They understand themselves and why they do what they do; they also understand people and their different strivings for self-development. They possess a clear vision of what is important to and for the organization and are unlikely to be taken off course by the press of daily events. They most always keep "their heads above where they are." They seek constantly to do what is right and what is needed (focus), do it all out in terms of energy (time), and put their psyche into it (feeling) (Vail, 1981).

Bennis and Nanus (1986) say it differently. Effective leaders, they note: (1) work to empower others; (2) focus the attention of the organization through vision; (3) achieve meaning for the vision through effective communication, and (4) achieve trust through positioning and coalition building. Furthermore, effective leaders deploy themselves effectively. They focus energy on personal care and professional development as a prerequisite to empowering, communicating, trust building, and otherwise giving that others might achieve fulfillment while working to achieve program outcomes.

In addition, effective leaders understand that in organizations an unconscious conspiracy exists to keep leader focus away from matters important and on the urgencies essential to maintaining a smooth overall operation. Effective development leaders understand why this is so, as well as, how the conspiracy is manifest. They are able to take steps to limit its effect upon their performance.

Countering the Unconscious Conspiracy

The development director's role is unique in the school setting in that it is outcome-oriented in a culture that resists an outcome orientation. As Purkey and Smith (1983) note: schools generally do not adopt clear and narrowly defined

goals nor do they generally promote collaboration and collegiality.

Sergiovanni (1986) provides a reasonable explanation for this goal-free phenomena. He observes that school leaders are primarily concerned with maintaining equilibrium among four forces: (1) goal achievement; (2) maintaining the culture; (3) maintaining support among outside constituents; and (4) maintaining a smoothness to the internal operation. He notes that focus on goal achievement becomes paramount only to the extent that equilibrium among the other three forces is undisturbed. As a result, the major operational goals of schools are often maintaining the culture, assuring operational smoothness and achieving support from external constituents. These foci displace ideal goals, simply because clarity on the ideal and concentrated efforts toward their achievement are likely to create disequilibrium.

In effect, the means of providing effective schooling often become the school's ends. The major administrative objective on a given day may well be to make it through that day without a new crisis. The urgencies, the procedural demands, tend to drive out the important. This school context thus serves as less than the ideal setting in which to add an outcome-oriented development effort.

The tendency for the urgent to drive out the important is common to all organizations, not just schools. Furthermore, the tendency applies as much to personal as to organizational life. The challenge to the development director is to counter both organizational and personal tendencies to permit the routine from "driving out" focus on the office's major reason for being.

Making the Most of Each Moment

The reasons for surfacing the concepts of development role complexity in the school/parish organization, the demanding nature of the leadership process, and the unconscious conspiracy of the urgent are twofold: (1) to establish the importance of the director's making the most of each moment while working on development program outcomes, and (2) to provide a rationale for the other organizational mindsets and skills to be emphasized with respect to effective development director performance over the long term.

The problem of making each moment count which confronts the development director is the predicament confronting all managers. No one ever has enough time to get everything done. Yet everyone has all the time that there is. Time is one of the few variables on which all are playing with the "same deck." Everyone has twenty-four hours a day, seven days a week, 365 days a year. The key to using time effectively is making the most of each moment.

For the development director, the pivotal reasons for making each moment count are imbedded in the questions:

- How can I use time as a vehicle for managing and taking care of myself so that I have positive energies to give to the leadership process?; and
- How can I use time effectively as a vehicle for freeing myself to care for those with whom I work as we address the planned program outcomes?

The questions are reciprocal. Only to the extent that we take effective care of ourselves can we give to others; and to the extent that we take care of one another, to that extent we become stronger individuals with more to give.

Addressing these questions within the context of development program leadership in the school/parish setting suggests need for focus on the following questions:

- How can I minimize the sources of time loss which accompany my humanness?
- How can I manage the day-to-day routines in an effective and efficient way?
- How can I manage business meetings and individual conferences in a more effective and efficient manner?
- How can I manage the helping relationship more effectively?
- How do I create conflict as essential and manage other-created conflict effectively?
- How might I assist building administrators in countering the school culture to make it more receptive to development program efforts?

These questions are addressed under two categories. The first, "Taking Care of Myself," addresses the issues of minimizing time loss, streamlining day-to-day maintenance, and managing interactive events. The second, "Taking Care of Others," addresses the helping relationship, conflict manage-

ment, and efforts toward countering the culture. In each section, a self-assessment approach is employed. Major points are explicated and readers are encouraged to assess themselves and build self-improvement plans as appropriate.

Taking Care of Self

Minimizing the Sources of Time Loss

The development director's responsibilities have a beginning but no end. Development work could take every hour of personal time each day if one lets it happen. And if this occurs, the director will be good to and for no one, including him/herself. For this reason, it is imperative that each take care of one's self toward maintaining a personal-professional balance.

In this light, as the issues of minimizing sources of time loss, streamlining hygiene, and managing motivational activities are addressed, a subtheme must be: "How can I take care of myself so I can maintain a giving perspective while relating with others?"

A good place to begin in addressing the challenges of taking care of self and making each moment count is by reviewing how personal time is managed. Only if able to avoid the loss of potentially productive time, the major source of which is our humanness, can the development director look at maintenance and interactive activities with promise of finding "new time" to work on important program issues and also to take care of self.

Before examining the major sources of time loss, it is important to stress that to be free of time loss behavior is to cease to be human. Problems surface only when time loss behaviors cease to be isolated events and become integral parts of daily living.

Six ways of losing time are commonly identifiable among managers: (1) preoccupation; (2) engaging in defensive behavior; (3) doing the comfortable; (4) ignoring Parkinson's Law; (5) procrastinating; and (6) permitting fatigue and mental dullness to set in.

Preoccupation

Preoccupation is the inability to focus on the events of the moment because the mind is someplace else. Thinking about development program plans while attending a faculty meeting

focused on the religious education curriculum; half-listening to the words of a volunteer while thinking of a difficult conference held earlier in the day; half-heartedly working on a written report while thinking of an upcoming golf date—all are forms of preoccupation. Frequent practice of preoccupation adds up to inefficiency, leading one to retrace steps toward recovering lost data.

Defensive behavior

Defensive behaviors are those behaviors having their roots in anxiety or fear which take one away from problem resolution and toward ineffectiveness and inefficiency. Making unproductive criticisms of specific persons with whom one is experiencing difficulties; sharing problems with others who neither caused the problem nor can be helpful with its resolution; worrying about an uncertain future; avoiding difficult personnel problems in hope that they will disappear—all are forms of defensive behavior commonly found among managers.

Doing the comfortable

Doing the comfortable means engaging during the work day in behavior that is personally satisfying but organizationally unproductive. Such behaviors as doing paperwork during the interactive day, socializing with one's peers at the workplace, and attending conferences with the intent of doing nothing constructive with the contents encountered are common forms of "doing the comfortable." Everyone does the comfortable once in awhile. The danger lies in the possibility that the tendency can become habit.

Parkinson's Law

In its simplest form, Parkinson's Law suggests that work always expands to fill the space available. In ordinary language, the Law suggests that if one has two weeks to complete a project, it will take two weeks; and if one has a weekend, it will take the entire weekend unless steps are taken to assure that it doesn't. Failure to counter the Parkinson principle leads to the inevitable feeling that "No matter how hard I work, I can't get it all done."

Procrastination

Procrastination is simply putting off until tomorrow what might be done today. The practice results in lost time because

in delaying action one normally spends time thinking about what is not being done. The energy spent in "putting off" a task is seldom different quantitatively from that which would be invested in performing the task.

Permitting fatigue and mental dullness

In one sense, fatigue and mental dullness constitute the most powerful sources of time loss. The reason is that when tired, one has a tendency to engage more frequently in the earlier cited forms of time loss than when fresh. Fatigue and mental dullness set in when one fails on a regular basis to exercise, to protect weekends, to diet appropriately, to say "no" when overextended, or to set limits on the working day.

The sources of time loss must be countered effectively if one is to make the most of the time on the job, no less with all other aspects of life. One way of avoiding the trap of falling into ineffectual personal management habits is to periodically assess time loss behaviors and build self-improvement plans. Figure 2 contains a self-check on the sources of time loss. Checks under the "No" category suggest need for developing a self-improvement plan.

Following is a series of steps that have been found helpful in countering time loss tendencies. The suggestions, keyed to specific time loss factors, can be helpful if self-assessment data indicate the need for self-improvement efforts.

Preoccupation In trying to counter preoccupation tendencies, identify first where the preoccupation most commonly occurs. For those settings, plan to give yourself a new purpose and practice a set of behaviors relative to that purpose. For example, if you commonly find yourself preoccupied in volunteer meetings, give yourself a purpose such as summarizing for the group the major ideas generated during the session. Then act on that purpose. Or if you are commonly preoccupied with development program demands as you walk the halls, set a purpose such as saying something positive to each teacher you encounter. Then act accordingly.

It is also helpful to change routines. Disturbing routine can heighten sensitivity. If at meetings you normally sit in the back of the room, move to the front. If you normally arrive at the building at 7:15 a.m., come fifteen minutes earlier.

Defensive Behavior When trying to purge such behaviors as engaging in unproductive personal criticism, complaining,

FIGURE 2—Sources of Time Loss: A Self-Check

The checklist is simple to use. Read each item. Check "Yes" if your response is "most of the time." Check "No" if your response is "sometimes or seldom."

	Yes	No
Preoccupation		
1. In conferences, do I give exclusive attention to the person(s) with whom I am interacting?	____	____
2. In meetings, do I try to crystallize the issues and summarize the decisions made and responsibilities assigned?	____	____
3. Do I try to discontinue unprofitable daily routines which limit my perception of the environment?	____	____
Defensive Behavior		
1. Do I avoid giving negative, unproductive criticism?	____	____
2. Do I focus on the assumption that others are doing the best they are capable of doing?	____	____
3. Do I take responsibility for my behavior as opposed to being other-directed?	____	____
4. Do I, when a problem is perceived, confront the source of the problem as opposed to sharing my concerns with others who are in no position to help me deal constructively with it?	____	____
5. Do I try to live in the present, thinking in terms of what needs to be done instead of rehashing past errors or successes or worrying about the future?	____	____
6. Do I allow opportunities for constructive criticism?	____	____
Doing the Comfortable		
1. Do I confront the difficult problems?	____	____
2. Do I minimize activities that are personally satisfying but organizationally nonproductive?	____	____
Parkinson's Law		
1. Do I set time limits for myself on tasks to be completed?	____	____
2. Do I check for duplication of effort within the office?	____	____
Physical Fatigue and Mental Dullness		
1. Do I say "no" to requests for services when I am already fully extended?	____	____
2. Do I build in time for exercise within the day?	____	____
3. Do I protect my weekends?	____	____
4. Do I build "want to" time into each day, i.e., time to do what I want to do rather than what I have to do?	____	____

or worrying, first enhance your awareness of the tendency. Keep a written reminder of the tendency on a bulletin board located near your desk. In trying to "cease or desist" from any behavior, the key is substituting another behavior for the

undesired. When you catch yourself worrying, for example, turn attention immediately to a work related task.

Remember that people generally do the very best of which they are capable at a given moment. Sometimes that's not capable by any reasonable norm. Working on the positive assumption, however, assures that you will work with that person from a helping perspective. If you work on the contrary assumption, you destine yourself to engage in unproductive criticism.

If you have a tendency to ascribe your behavior to others such as the board or the diocesan office, remind yourself that what distinguishes us from all other beings is free will. Nobody makes us do anything. Life is a series of choices; we make them and live with the consequences. To surrender power over our behavior is to weaken ourselves. Try not to let surrendering happen except for surrendering yourself to God.

When an important problem exists, confront the problem quickly and forthrightly. Don't discuss the problem with others except for the purpose of obtaining help. Few problems ever go away and, the earlier they are addressed, the less is the likelihood of their growing in intensity or kind. If you don't deal with problems you identify, you are then likely to spend time thinking about the fact that you should be doing so. Practice in problem confrontation is pivotal to success. The more you confront problems in a caring way, the easier the process becomes. You are likely to become a more effective helper.

Try not to look backward in time unless the memory is a source of great joy. If you catch yourself doing so, substitute another behavior. The same tactic applies if you find yourself worrying about an uncertain future. Plan for that future; don't let yourself worry about it.

Provide faculty and administration the opportunity to give feedback on your behavior. This serves two purposes: keeping you alert and enabling concerned others to influence your actions.

Doing the Comfortable During the defined work day, plan on interacting with others for most of the day. Save paperwork for before and after the interactive day.

Ask yourself regularly, "Is this the best use of my time right now?" Then behave accordingly. Beware of the following practices that can become time consuming and comfortable

without notable impact: serving on committees, completing reports, coffee-klatching, walking the grounds, conversing with faculty friends, and attending conferences. None of these activities is by nature unproductive; each can become counterproductive, however, if it serves to move you away from focus on planned program outcomes.

Parkinson's Law Remind yourself that the development director's job is never done. It can take every hour of every day, and even then, the job will never be completed. Remember further that it is important that you maintain a personal-professional balance if you are to be able to keep giving to others.

In this light, take as little work home on weekends as is absolutely necessary. When you must take it home, estimate the time required to complete the essential tasks, enter a time on the calendar to complete them. Honor that commitment as you honor your Sunday worship commitment—with one fundamental difference: don't think about the work before or after doing it. You need the time away from the job.

Check your administrative operation for duplication of effort. Every moment spent doing tasks a second or third time steals from time for focus on important program needs.

Physical Fatigue and Mental Dullness One key to saying "No" effectively is saying "No" quickly. When a request is made of you, don't probe for specifics if you're already overextended. The longer the dialogue, the greater the tendency to say "Yes." If a request for additional involvement comes from the boss and you are already extended, don't say "Yes." Ask for a few moments of his/her time, share your overextensions, and ask for help. Even if you end up with the task, you'll have shared your extensions, most likely have received an overture of help, and have informed a significant other of your involvements.

Build in some time each day to do what is important to you, what you "want to do." Giving some time to yourself can yield the strength and energy to do what has to be done from a positive perspective.

Managing Hygiene Activities

Assuming one isn't losing time, the next place to look in trying to streamline maintenance and thus to make time for leading is the hygiene activities which accompany the devel-

opment role. Hygiene activities are those day-to-day management acts for which no reward is received for positive performance; it is only if you do them poorly that you are likely to receive feedback. Hygiene activities encompass: (1) planning, (2) using the telephone, (3) managing the office, (4) using memoranda, and (5) managing interruptions.

Planning

Of the hygiene activities, the single most important is planning. For some reason, managers commonly value planning with and for others more than planning for themselves. Both types, organizational and personal planning, are significant; and in both types the linkage of long and short term plans is essential.

Following is a useful process for setting long range outcomes and linking daily activity to these outcomes. The process is equally valuable for organizational and personal planning.

- Think to yourself, "What important outcomes might I/we focus upon over the next six months?" (The term "important" is defined as an outcome which, if achieved, would make a significant difference in my own life or in the life of the organization.) Jot down everything that comes to mind. You're brainstorming with yourself; set no limits on the outcomes generated.
- Once the list is created, order the outcomes according to A-B-C priority. A's are those outcomes which if achieved would make the greatest difference; C outcomes, if achieved, would make the least difference. All others are B's.
- Cross out the C's. Heed them not. Record the A's on a separate sheet. They are to serve as the outcomes for primary focus. Place a listing of the B's in a drawer, just in case you run out of A's and are unsure of what to do next (an unlikely occurrence).
- Commit yourself to adding additional outcomes only as absolutely necessary.
- Post your A outcomes in a conspicuous place to remind yourself daily of their importance. Then do a task analysis for each outcome, that is, delineate all the steps that need to be accomplished to achieve each outcome. Keep this listing of tasks close by.

- Keep a daily "to do" list. Each day, consult the tasks that have been identified in step 5 and place at least one of these tasks on the "to do" list. Remember there exists an unconscious conspiracy to keep you from focusing on the important. One way to keep the important in perspective is to be sure that each day you work on an "A" task.
- On your daily "to do" list, place an asterisk before each "important" task. "Important" again is defined as an activity most likely to make a difference. The reason for highlighting the important on the "to do" list is that as soon as you enter the office, you lose control over the agenda. This is inevitable in all service professions. The primary guideline for daily behavior must therefore be, "Don't try to do everything right, but do the right things." The most important tasks are those most worthy of focus. If you have eighteen items on the agenda and can only complete five, make sure those five will make a difference. Then reward yourself for having completed them.
- Plan to build your "daily agenda" at approximately the same time every day, e.g., late evening or early morning. And remember to build a "want-to" task into each daily plan.

Once this or a similar planning process is internalized, it can be completed quickly. If you can work your plan, the payoff with respect to the focus of energy can be significant.

Telephoning

The telephone is designed to serve and not to dictate behavior. Regrettably, it sometimes serves the latter function. The following guidelines can be helpful in directing telephone use:

- Set times aside in the morning and afternoon of each day for phone calls. Try to make in-house calls, that is, to the pastor and/or principal, early in the morning and at the end of the defined teacher work day. Make calls to parents, business contacts, community members, et al., at the close of the morning, early in the afternoon, and at the very close of the day. This practice leaves a block of time in both the morning and afternoon to focus on important tasks.

  Reasonable exceptions to this practice are to be expected. However, because maintenance begets more

maintenance, it's advisable to honor the practice to the extent possible.

- While out of the office, be sure that the secretary handles incoming calls and obtains information on the specific concern(s) of callers. The secretary should then inform each caller of why you are out of the office and when you will be returning the call. Informing callers of the development director's activity is an important community education function.
- Make phone calls in serial order. Managers tend to be more efficient on individual calls when a call is one of several to be made. Furthermore, data indicate that it takes "one-plus a fraction" calls for each completed call; frequently, when a call is made, the line is busy or there is no answer. Moving to the next call is then appropriate and little time is lost.
- Try to make important phone calls yourself. The likelihood in the school milieu of making phone contact with another is greater if you make the call yourself than if it is made by the secretary. Dialing the number also provides you with an opportunity to plan the approach you will take once contact is made.
- Try to return phone calls within 24 hours. This practice prevents a backlog and tells callers of the importance with which you treat them.

Managing the office

Two key guidelines for managing the office effectively are: prevent duplication of effort and handle paper efficiently.

To prevent duplication of effort, check procedures to assure that identical information is not being collected through different processes. Check further that work among volunteer workers is coordinated to preclude unnecessary duplication.

In managing paper, try to clear out routine correspondence on the day it is received; handle most paper that comes across the desk just once; help staff to discern important communications from the unimportant (using a two color code, for example, with blue paper signifying "must read" and white "read if you choose" can be helpful); and read only important mail. In this last instance, it is helpful if the secretary can separate "junk mail" from all others so that you read only the potentially important correspondence.

Two practices can be helpful in completing essential correspondence. First, read correspondence only when you are able to respond. In this way the read-respond process involves one as opposed to two steps. Secondly, with mail requiring no response, do something with it as opposed to letting the material accumulate. File it, throw it in the waste basket, share it with another, but don't let it clutter the workspace.

Using memoranda

In effective organizations, people-to-people contact is the most common form of communication. Paper communication is kept minimal. Memoranda are viewed as useful for limited purposes such as providing individual reinforcement and summarizing interactions which have already occurred.

When it is important to advance a complex set of ideas, first put the ideas down on paper. Then present the ideas in a setting where the constituency has an opportunity to raise questions with you in a face-to-face setting. If they do not have such an opportunity, they will raise questions. But they will get answers from one another, and a new set of problems will likely result, problems which will require your time.

Managing interruptions

Interruptions are a part of the development director's daily life pattern. In a sense, interruptions are the director's job. If no interruptions were necessary, it would be fair to ask if one's services were needed. However, unless interruptions are controlled, they can make focus on important program issues most difficult.

The following suggestions can be helpful in managing interruptions: (1) the single best way to avoid interruptions is to prevent them from occurring by regulating personal availability and desk positioning; and (2) when interruptions are essential, keep them short.

When desiring to work uninterrupted, move physically away from where you normally locate. Working in the media center, a study hall, or some unlikely location will reduce interruptions. Locating one's desk in the office away from the door and traffic pattern is also effective. In trying to keep interruptions short, the following steps can be helpful:

- if you are writing when someone comes to the door, ac-

knowledge his/her presence, inquire of the concern needing focus, but keep the pen in hand;

- inform the person desiring to see you that you have a task to complete but that you would like to schedule a time with him/her at another time in the day when you can give undivided attention;
- when a staff member needs to see you, volunteer to meet in his/her room or in the hallway. By moving to a neutral spot, you control exit behavior far more so than if you meet in your office; and
- when you believe business is completed, stand up and move toward the door. The perceptive will normally follow.

Figure 3 contains a self-check for hygiene maintenance activities. Again, each "No" response signals a possible self-improvement focus.

Managing Motivational Activities

Assuming that time loss behaviors are averted and that day-to-day maintenance activities are managed efficiently, the third focus toward making the most of each moment is managing motivational activities. Motivational activities are interactive efforts from which one most frequently receives feedback, positive or negative. Included under this category are such actions as decision-making, being accessible, reinforcing fellow workers, conferencing, and conducting staff meetings. Motivational activities are important from several perspectives; the major reason for considering them in the present context is their relationship to program leadership time.

Decision-making

The development director's role involves addressing such day-by-day questions as: "In making decisions, when should I share with others the rationale?"; "Am I delegating effectively?"; and, "On which issues should I make decisions as opposed to leaving the response to others?" With respect to these questions the following guidelines are worth noting:

- When an administrative decision is made, the rationale should be made explicit to others requesting an explanation except in those rare instances when for moral/legal/political reasons the rationale cannot be made public;

FIGURE 3—Managing Hygiene Activities: A Self-Check

Read each item. Check "yes" if your response is "most of the time." Check "no" if your response is "sometimes or seldom."

	Yes	No
Planning: Long and Short-Range		
1. Do I force myself to take time for long and short-range planning?	____	____
2. Do I set outcomes according to importance rather than urgency?	____	____
3. Do I have a good idea of the major outcomes/tasks confronting me over the next six months?	____	____
4. Do I have my priorities set for the next week?	____	____
5. Do I have my priorities set for tomorrow?	____	____
Telephoning		
1. Do I set aside specific times for making phone calls?	____	____
2. Do I get to the message of my phone calls?	____	____
3. Do I dial important phone calls myself?	____	____
4. Do I return phone calls within 24 hours?	____	____
Managing the Office		
1. Do I keep the "working file" small?	____	____
2. Do I have a system for preventing unneeded information and publications from reaching my desk and intruding on my time?	____	____
3. Do I have a system that enables staff to differentiate the important written communication from the routine?	____	____
4. Do I clear out routine correspondence on the day it is received?	____	____
5. Do I handle paper coming across the desk only once and make a disposition on each piece?	____	____
Internal Memoranda		
1. Do I use memos to convey thanks to staff for jobs well done?	____	____
2. Do I use memos to summarize individual conferences with staff?	____	____
Managing Interruptions		
1. Do I minimize interruption by locating my sit-down workplace out of common vision?	____	____
2. When an interruption takes place with which I must deal, do I clear myself of the interruption quickly and kindly?	____	____
3. When business is completed and a colleague behaves as to extend the meeting time, do I assist him/her in moving toward the next task?	____	____
4. When a short meeting with a colleague is essential, do I move to his/her office when practicable to conduct business?	____	____

- When delegating, care must be taken to delegate both responsibility and authority; and

- Whenever a problem is identified, the first question to be asked is, "Who owns the problem?" If responsibility for achieving resolution properly belongs to another, let him/her keep the responsibility. Then work to assist toward resolution. Put another way, "Don't take on other people's problems; you have enough of your own."

Violation of these principles will result over the long term in the director's spending "pick up the pieces" time while alienating others. When the rationale for a decision is requested, particularly when that decision is contrary to popular wisdom (as is sometimes necessary), others with whom you have worked will likely feel manipulated unless the rationale is shared. Closed decisions are generally accepted within an established norm of openness, but only when that norm has been established.

When responsibility is ostensibly delegated to another but authority is maintained by the director, the person to whom the task is delegated often feels manipulated. And when the director takes what is properly a group decision and makes it his/her own, the effect is likely to be an increase in staff member dependence or an affixing of blame to the director's questionable decision.

In each of these cited instances, relationships are harmed; in each instance the director must spend time retracing steps, time that could have been productively focused on program development efforts.

Accessibility and reinforcement

In the school culture administrators are expected by their constituencies to be visible. The development director is thus expected to be seen by faculty, staff, students, pastors, and parish community members. Visibility time can be effective time, though seemingly inefficient. The amount of visibility within the school setting isn't so important as the timing of that visibility. Before school, during class changes, during lunch periods, and after school, it is important that the director be available to members of the staff.

School visibility time is a good time to deliver messages, to reinforce individual and group behavior, and to make arrangements with faculty for individual conferences.

The director must similarly be visible on a regular basis to pastors and parish and community constituents. This means periodic attendance at parish council and school board meet-

ings, parish social functions, and meetings of such community organizations as the Rotary, Optimists, and local business associations. Participation in such sessions must be viewed as an essential and workable investment in people as well as the long-term well being of the development program.

Conferencing

Conferencing with staff members, parents, volunteers, potential donors—all are important. Too frequently their importance is underestimated. From face-to-face meetings, constituents form an image of you, as well as, having their self-image validated or violated. Two guidelines are worth noting with respect to the relationship among conferencing, motivation, and the management of time:

- any person with whom you are conferencing is for the conference period the single most important person in the universe. He/she is worthy of total attention. Therefore, the conference should proceed without interruption—no phone calls, no visitors—in an uncluttered environment so that total attention can be devoted to the person and to conference content.
- at the close of the conference, the major ideas discussed should be summarized to assure that no mistaken perceptions are carried away.

Violation of either guideline can result in the dimunition of a sense of self on part of the conference participant. In the first instance, for example, if the conference is frequently interrupted, a reasonable conclusion by the participant is that "your time is important, and mine is not." In the second, the conclusion can be drawn that the director appeared to listen but did not hear. In either case, the outcome will be that recovery time will need to be spent, time which cannot be afforded if important program needs are to receive appropriate attention.

Conducting meetings

Business meetings with staff, volunteers, parish councils, or constituent groups seldom have a neutral effect upon participants. Morale is heightened or reduced as an outcome of meeting efforts. Several sound guidelines are identifiable with respect to conducting effective meetings.

Before the Meeting

- before actually scheduling the session, ask if there is any other way session objectives could be accomplished. If the answer is "Yes," don't schedule the meeting, use a different vehicle.
- limit attendance to those who need to be there.
- send the meeting agenda to all participants along with related information. This step will prevent surprises. On the agenda, note a time limit for topics to be considered.
- except for faculty members request that all in attendance sign in and indicate their present address and phone number.

During the Meeting

- start on time.
- if the meeting is a short informational session, consider holding a "stand up" session. (The session will move quickly.)
- stay on the planned agenda.
- prevent interruptions.
- end on time.

After the Meeting

- send a copy of minutes of the meeting to all participants within 48 hours.
- as a rule, limit the minutes to three-quarters of a page, recording only the decisions made. If no decisions were made, ask yourself if the meeting were necessary.
- send a thank you note to all who attended the meeting.

Figure 4 contains a series of self-check items. Reviewing behavior on these items and building self-improvement plans as appropriate can be helpful in assuring that day-to-day motivational activities are carried out effectively.

Working with the secretary

Effort to this point has been made to address three components of "making the most of each moment," controlling the sources of time loss, managing hygiene activities, and handling motivational activities effectively and efficiently. An additional topic which cuts across both hygiene and motivational fronts and warrants close attention is working with the secretary.

FIGURE 4—Managing Motivation Activities: A Self-Check

Read each item. Check "yes" if your response is "most of the time." Check "no" if your response is "sometimes or seldom."

	Yes	No
Decision-Making		
1. Do I make routine decisions quickly?	___	___
2. Do I openly share the rationale for decisions made except in rare cases?	___	___
3. Do I, when I delegate, entrust authority as well as responsibility?	___	___
4. Do I delegate as much as is possible and reasonable?	___	___
5. Do I prevent staff from delegating upward the decisions they find worrisome or difficult?	___	___
Accessibility and Reinforcement		
1. Do I make myself accessible to staff within and beyond the defined day?	___	___
2. Do I regularly reinforce staff for positive behavior?	___	___
Conferences		
1. Do I have an overview of what I want to accomplish during conferences?	___	___
2. Do I listen actively and refrain from overtalking?	___	___
3. Do I refrain during problem-solving sessions from owning other persons' problems and the responsibility for solving them?	___	___
4. Do I summarize each conference at its close?	___	___
5. Do I minimize interruptions during conferences?	___	___
Meetings		
1. Do the meetings I call have purposes that could be accomplished through some other vehicle?	___	___
2. Do I assure that a meeting agenda is available to all participants 24 hours in advance of the session?	___	___
3. Do scheduled meetings focus on the agenda?	___	___
4. Do scheduled meetings start on time?	___	___
5. Do I assess the effectiveness of staff meetings?	___	___
6. Do I assure that a summary of meeting minutes is available within 48 hours of the session?	___	___

The secretary is the most important ally the director has in making work plans and working those plans. No single person has greater impact on the director's use of time. The following guidelines can be helpful in working with secretarial staff to develop an effective office team:

- establish the secretary as a member of the management team. Set a salary that reflects the skills required. Include her in meetings of the management team as well as in development and training programs.

- take the secretary into your confidence. Provide her with background information to understand your decisions, to contribute to them, to execute them, to inform others of your interest, to anticipate problems, and to use her judgment in making your efforts more effective.
- allocate the first minutes of the day to her. Whether she requests five minutes or half an hour, give the time. Provide her access to your desk during all but the most highly confidential conversations and encourage her to inquire of you on any concern she has.
- encourage/instruct the secretary to anticipate problems; to prioritize mail, projects, and calls; to organize your desk; to make appointments; to prepare draft responses to correspondence; to think of better ways of doing things; and to remind you of what needs doing.
- periodically review progress. Talk about how things are going, what got "off task," and why. Exchange suggestions on what each can do to help the other be more effective.
- remember that few managers utilize their secretary's skills and abilities to the fullest; most secretaries can and want to contribute more to their boss's effectiveness.

To this point, emphasis has been placed on taking care of self through effective time use. Unless the director is effective in addressing this charge, effective focus on program matters is unlikely and the director's major program leadership tasks become impossible.

Taking Care of Others

Making each moment count implies, in addition to self-care, taking care of others that they might feel good about themselves while working to achieve development program outcomes. Taking care of others implies managing the helping relationship effectively; handling and sometimes creating conflict in a constructive way; and working to create a supportive school climate. Each of these processes is time consuming, each is important to the long-term effectiveness of development program efforts; and each is difficult to carry out. For these reasons, each warrants careful consideration.

The Helping Relationship

Helping is the process of empowering another or others to take increased responsibility for their behavior toward maintaining or changing a value or behavior pattern. The helping process is draining in every sense and fraught with pitfalls. It is also significant toward creating a positive development climate because staff and volunteer receptivity to development program efforts is largely predetermined by the extent to which they perceive the director as supportive of their efforts.

Helping principles

The helping process applies to work with both individuals and groups. It encompasses both spirit and process. Helping is first a spirit of caring and commitment that says to others, "I am here for you. I am open to what occurs in our interactions. My purpose is not to control you or to satisfy my needs. I am an instrument for helping you resolve problems in a way that supports you without detracting from the office's commitment to its purposes."

Helping is also a process, a set of behaviors designed to empower others. Competence with helping behaviors is essential if the giving spirit is to be appropriately translated to action.

The development director's helping involvements can be classified under two response categories: (1) other-initiated and (2) self-initiated. Other-initiated involvements occur when someone or a group delineates a problem and comes in search of help. Self-initiated involvements occur when you see a problem but the person or group whose performance is the problem sees no difficulty.

Both self and other-initiated involvements call for helping interventions. The form of intervention differs for the two types, but the substance of the helping process is basically the same. Before examining the different types of involvement, it is important to explore the substance of the process.

Helping steps

Helping calls for the helper to assist the helpee (individual or group) in working through three stages and three questions:

- What is the problem?;

- Where am I trying to go?; and
- How do I get there?

The first stage is assisting the helpee in explicating the problem. This stage is the most important for it surfaces the substance which serves as the basis for the subsequent steps in the process. The helper's task during this first stage is to listen, to paraphrase, to perception-check, and to provide information or self-disclosure data as appropriate to assure full problem delineation. Taking time to assure full explication of the problem is essential, as often what is first disclosed is not the problem but a symptom(s) of such.

During this first stage the helper "walks in the other's shoes" and endeavors to fully understand the problem. The helper in effect endeavors to become co-natured with the helpee.

The second stage which is focused on the question, "Where do I want to go?", is relatively simple assuming the problem has been fully explicated. The goal is simply the "flip side" of the problem, and it leads logically to the third stage.

This last stage, which focuses on "How do I get there?", is the step of prime concern to the helpee. During this stage, the helper's first tasks are to assure that the range of reasonable action alternatives are explored, such as possible ways a prospective donor may make an impact contribution, and to see that potential consequences for each alternative are considered. The task then extends to assisting the helpee in making an action plan. The overall helping process is not complete until the helpee decides on a course of action or establishes a time by which an action plan will be developed.

Several cautions should be noted with respect to helper conduct throughout the process.

- Beware of moving too quickly to solutions. It is possible to agree on a solution to a poorly identified problem only later to have to backtrack. Beware of giving solutions to others' problems. We seldom do this mindfully, but given the hecticness of the development world, it is understandable that we can easily fall into the trap of "giving advice." Making a premature suggestion of what a potential donor might give, for example, can fall into the category of giving advice. Telling people what to do usually has one of two undesirable effects. If the advice is taken and the results are perceived as positive, the

helpee is likely to be more dependent upon the source of that advice. If the advice does not work, which is more commonly the case, the helpee will frequently disown the suggestion(s) and the failure will be ascribed to the helper. In effect, advice giving is always risky.

- As earlier noted, the major role of the helper during the "How do I get there?" phase is to assist in generating alternatives and narrowing defensible approaches so that an action choice can be made. In explicating alternatives, key helping skills are limiting one's suggestion to those that have potential for resolving the problem and assisting the helpee in making the choice that appears most sound. Efforts with respect to this last step are pivotal. It is important not only that the helpee make the action choice but that he/she know who is making the choice. One way of assuring that the helpee makes the decision is to narrow the options to at least two alternatives from which the helpee can select.
- The approach that the helper takes in generating alternatives is also pivotal. The helper can work directively, non-directively or collaboratively. To work directively is, upon problem and goal identification, to identify possible solution approaches. For example, the helper may say in a directive fashion, "You could try approaches A, B, or C. Which do you choose?" To behave non-directively is to ask that the helpee generate the options and then to assist the helpee in clarifying those options and making a choice. To work collaboratively is to intersperse the two approaches. The basic principle to be employed in making the decision on which approach to use is:

> *the higher the maturity level of the helpee with respect to the task/issue in question, the higher the degree of non-directiveness; the lower the maturity level, the higher the degree of directiveness.*

Maturity is not a global concept, it refers to an individual's attitude and ability to address a specific task or problem. Maturity can be operationally viewed as one's effective experience relative to the task, and his/her ability both to set high achievable outcomes and to commit self to achieving those outcomes (Hersey and Blanchard,

1982). A particular volunteer, for example, could be quite mature with respect to development program planning (has had effective experience, sets high goals, is strongly committed) and quite immature with respect to contacting donors (limited prior experience and conceptual grasp of the situation, unable to set high goals, and thus understandably unable to commit to high goals). If the problem relates to donor contact a somewhat directive approach would be appropriate.

Since the maturity judgment is subjective, there is probability of error in making the decision on approach to be taken. To minimize the probable negative effects of error, follow the guideline: *When in doubt, err on the non-directive side*. In working non-directively one minimizes the risk of insulting the intelligence of the helpee by giving suggestions that he/she may have already discarded. If within the non-directive process the helpee indicates a lack of understanding of available options, proceed to a more directive mode. Since most persons coming for help on a professional problem reflect moderately mature or immature rather than totally mature or immature behavior, highly supportive nondirective or collaborative approaches tend to be safest beginning points.

Other-Initiated and Self-Initiated Involvements: A Differentiation

Other-initiated helping involvements are different from the self-initiated. In the former the helpee brings a problem for focus; in the latter, the potential helpee does not know he/she needs help. For this reason the form for intervening with respect to self-initiated involvements is different.

When the potential helpee doesn't see a problem, first efforts must focus on helping him or her see its presence. The reason is simple: *if one sees a problem, there is a problem; if one sees no problem, there isn't one*.

The most effective approach for initiating contact with one who has a problem but doesn't see it is to present concrete data with respect to the problem's presence and try to let the data speak. For example, if a volunteer who has accepted responsibility to make thirty phone contacts has made only five calls by the date agreed upon, a problem exists. Assuming the volunteer doesn't raise the problem, the director must do so. The appropriate approach would be to present the list of thirty donors to be contacted, along with the checks next to

those called, and to ask if there's a problem. Assuming the volunteer identifies the problem, the remaining steps of the helping process can be carried out. If upon reviewing the data the volunteer sees no problem, then the appropriate step is to describe what the data say and ask if there are ways you might be helpful toward addressing the problem.

Presenting data, letting the data speak, and asking the helpee to identify the problem; these are the key steps in the first stage of the self-initiated helping process. While the steps guarantee nothing, they constitute an effective process for helping another to identify a problem. And only if a problem is owned is the likelihood of constructive action realistic.

Working with Groups: A Note

The stages in the helping process apply as much in working with groups as with individuals. In essence, the helper's task in working with groups in planning is to assist them in identifying problems and goals and then developing plans to achieve the identified outcomes. In one sense, it is easier to honor helping principles when working with individuals than while working with groups, and herein the major difficulty lies.

Note the following reflection which reflects a most common management misconception as well as a strategy for addressing the misconception.

> "I know that effective leadership is collective, that I can go only so far as my followers permit. But I forget this. I'm good at problem identification and at developing action plans. However, I give answers to questions that others aren't asking, solutions to problems that others don't see. The net result is that I'm often working alone and against the tide. If I had this phase of my administrative life to live over, I'd work harder at getting others to own a problem and then request action. I know I'd be better off. I've got to learn to be more patient and to trust the process."

The point of the reflection is that to be helpful to a group it is first essential to create problem and goal ownership. This outcome cannot be achieved simply through personal problem identification. Data may indicate to the director the need for a clear program direction; but until that data are so internalized by staff and volunteers that they see the same directional need, they are unlikely to respond with appropriate commitment to either planning or program implementation steps.

CAUTION I: ***Take care to involve the pastor, principal, board, volunteers, and staff in problem identification and development program goal setting.***

Once development program goal(s) are set, the board, staff, and volunteers must also be involved in action planning. This doesn't imply equivalent involvement for all, but potential supporters must at minimum have the opportunity to respond to prospective plans during the "draft stage" and to involve themselves in implementation as they deem appropriate.

CAUTION II: ***Take care to provide optional forms of involvement for development program workers and honor to worker choices to the degree possible.***

Effective helping in effect demands patience and persistence as well as judicious application of helping behaviors. These qualities are equally applicable to the management of conflict.

Managing Conflict

Conflict is part of the management territory; there is no way conflict can be avoided in the human organization. No group can be wholly harmonious as such a group would be empty of process and substance.

The development director must be able first to manage the conflict which flows from daily organizational workings. In addition, he/she must be able to create conflict around questions that strike at the heart of organizational purpose, questions that are unlikely to surface unless the director identifies them.

Two dimensions of conflict are addressed in this section, interpersonal and group. Before addressing each, the concept conflict is defined and a set of assumptions underlying the conflict management process is explicated.

Conflict Defined

Conflict exists whenever one party perceives that another has frustrated or is about to frustrate some concern of his/hers (Thomas, 1976). The frustration is rooted in one or more of the following kinds of conflict: (a) goal conflict, where one person or group desires a different outcome than others; (b) cognitive conflict, where a person or group holds ideas or opinions different from others; (c) effective conflict, where a person or group's feelings are incompatible with others; and

(d) behavioral conflict, where one person or members of the group do something that is unacceptable to others.

In approaching the task of managing conflict, the following assumptions are worthy of emphasis:

- Conflict should be viewed in neutral rather than hostile terms.
- Impetus for improvement can be accelerated during periods of conflict.
- Conflict often permits the leader to exercise high statesmanship.
- Conflict may leave an organization stronger than before, depending upon the degree of wisdom and justice applied to conflict resolution.

Coping with Interpersonal Conflict

Wherever conflict occurs, the parties involved in the conflict experience frustration, conceptualize the nature of the conflict, decide upon a course of action, and interact.

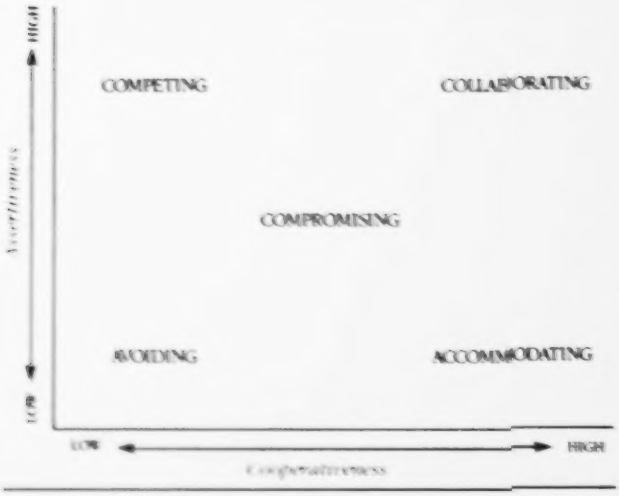
Once the conflict is obvious, several constructive response options are available (Thomas, 1976). These options include: competing, avoiding, collaborating, compromising, and accommodating. As noted in Figure 5, the options derive from the interaction of variables assertiveness and cooperativeness. Assertiveness is the drive to satisfy one's own concerns; cooperativeness is the drive to satisfy the other party's concerns. Uncooperative-unassertive behavior is avoidance; assertive-uncooperative behavior is competing; cooperative-unassertive behavior is accommodating, etc.

No single best approach exists for coping with interpersonal conflict. All five approaches, in fact, are appropriate—for different purposes. Figure 6 presents a sample set of situations for which each approach might be appropriate to the development director in carrying out his/her work.

A key to managing interpersonal conflict effectively is selecting the approach most appropriate to the situation, one most likely to yield a win-win outcome over the long haul. Win-win means that both parties leave the conflict with positive feelings toward the decision made. Win-win potential is enhanced when one is comfortable with the full range of conflict management alternatives.

Developing such competence requires the disciplines of distancing one's self from the problem, deciding rationally

FIGURE 5—A Two-Dimensional Model of Conflict



the most appropriate approach, implementing the approach decided, and committing one's self to live with the consequences of the decision without looking backwards.

Deciding upon a conflict mode requires both logical and intuitive processing. In most instances, some conflict resolution options can be discarded, reducing the number of realistic choices.

Consider, for example, the following case:

> When the high school development director was hired, the outcome of raising $250,000 from among the five parish communities feeding the high school was established. Ostensibly, the pastors were supportive of the goal. However, three planning meetings involving the pastors have been held. Two pastors have never shown for the sessions and have offered no explanation for their absence. They respond to neither phone calls nor written correspondence.

In this case, conflict obviously exists. The only question is how to address it. Compromising can be immediately discarded as the two pastors have advanced no position upon which to develop a compromise; avoidance can be discarded since pastor involvement is essential to goal achievement; accommodation can be assessed an untenable strategy since it

FIGURE 6—Modes of Conflict Resolution: Situational Matches

Conflict Mode	*Appropriate Situations*
Competing	1. When quick decisive action is vital. 2. When an unpopular decision needs to be made. 3. With people who take advantage of noncompetitive behavior.
Collaborating	1. To gain commitment by incorporating concerns into a consensus. 2. To merge insights of people with different perspectives. 3. To work through feelings interfering with a relationship.
Compromising	1. When goals are important, but not worth the potential disruption of more assertive modes. 2. To achieve a temporary settlement to complex issues.
Avoiding	1. When an issue is trivial, or more important issues are pressing. 2. When you perceive no chance of satisfying your needs. 3. When potential disruption outweighs the benefits of resolution. 4. When others can resolve the conflict more effectively.
Accommodating	1. When you find you are wrong. 2. When issues are more important to others than to yourself. 3. When harmony and stability are equally important.

*Adapted from Thomas, K.W. *Toward Multidimensional Values in Teaching: The Example of Conflict Behaviors.* Academy of Management Review, 1977, p. 487.

would automatically preclude goal achievement, and competing would appear a counterproductive option as the director has no authority over the pastors.

Collaboration seems to be the only defensible, long-term approach. Implementation of this mode calls for the director to contact the pastor, reestablish the development goal for focus, explore reasons for pastor absence from the meetings as well as ways of countering the obstacles to attendance, and

then proceed to developing action plans or establishing a time for planning at some future point.

Once the approach is carried out in a helping spirit, the next step is to evaluate the effectiveness of the effort, gleaning whatever lessons might be learned, and then to put the experience in the background. With respect to conflict management it pays to have a short memory.

The approach suggested guarantees nothing in a substantive sense. No approach can. What it does is to provide assurance that one has done all that is reasonable toward ameliorating conflict. No one can be asked to do more.

Coping with Group Conflict

Interpersonal problems can be addressed one-on-one on most occasions. There are times, however, when such problems are best dealt with in a group context, particularly when the problem is a group problem as well. For example, the behavior of the pastors in the incident cited poses a problem for the development director; it poses a problem for the planning group as well.

When conflict exists with the group, several approaches with a problem-solving orientation are possible.

Consensus Building In developing consensus the leader's task is to engage in appropriate gatekeeping behavior. Each member should be encouraged to contribute to the development of possible solutions. Members should be discouraged from using social-pressure tactics to intimidate persons who disagree. The leader must be careful to continue discussion long enough to provide minority factions with ample opportunity to influence decisions.

Posting Advantages If the group has not used a two-column method of evaluating alternatives, a variation in this procedure can be helpful toward preventing polarization. Instead of posting advantages and disadvantages for competing alternatives, only advantages are posted. This procedure requires each member to consider the positive aspects of both alternatives. When negative aspects of each alternative are later considered, they can be restated as positive aspects of the other alternative.

Solution Integration The group is encouraged to develop an integrative solution that encompasses the rival solutions, or at least their principal features.

Experimentation When a group is sharply divided in support of competing alternatives, it is sometimes feasible to conduct a limited test of one or both to evaluate their likely consequences.

In carrying out these approaches, it is important to note the place of persuasion and politics within the conflict management process.

Persuasion represents an effort by one party to convince another to change an opinion about the nature of the conflict or the most appropriate resolution steps. The effectiveness of persuasion often depends on the personalities of the parties involved. For example, a person can more easily persuade others to change their opinions if that person has high credibility. Similarly, persons who are high on authoritarianism are more subject to influence than others. The director ought consider mindfully the place of persuasion in coping with group conflict.

Politics is the effective use of power, and political resolution techniques rest on the distribution of power between parties. If a party can accumulate sufficient power or acquire power through coalition with others, that party can exert considerable influence on the outcome of a decision. No one need apologize for the effective use of political persuasion in facilitating an organization's movement toward goal achievement. In the case cited, for example, if the pastors engaged in the planning group were to bring pressure upon their peers toward effecting their involvement, such action might be far more influential than the director's one-on-one efforts.

The four win-win approaches to intergroup conflict avoid the "win-lose" feelings that result from majority votes and the "lose-lose" responses which occur from avoidance, suppression, smoothing, and arbitration.

No easy ways exist for coping with conflict, particularly in organizations where problem denial, as opposed to problem admission, is the rule; and in schools, problem denial tends to be the rule. Conflict management is likewise most effective when communication is open; again, openness is not a common characteristic of the school organization.

For these reasons, in addition to working on becoming a more effective helper and addressing conflict forthrightly, the development director must work to strengthen the overall ethos of the school if faculty are to be more amenable to providing support for development programs.

Countering the School Culture

The development director can work directly and indirectly toward increasing staff receptivity to development programming. Both sets of actions must be based on an understanding of the school culture and how it tends to shape member thinking and behavior.

Selected Cultural Considerations

One way of looking at the school culture is to examine teaching, teachers, and the constraints placed upon both the process and the person within the school organization.

Teaching, first of all, is enormously draining activity in a physical, emotional, and psychic sense; it is first and foremost the act of giving of one's self that others might grow. It is also commonly an act accompanied with low reinforcement.

The secondary teacher and others working in a departmental organization live in a batch-processing world. Every fifty minutes or so, a new group of students enters their world. The teachers' rewards are gleaned from learner interactions. At times, the learners are terribly reluctant, and at these moments, the teacher must rely upon a relatively weak knowledge base in deciding how to behave. To the important classroom interactional questions such as, "Which approach is most appropriate with this group with this set of characteristics?", there are no answers, just hunches. Sometimes the hunches work, and sometimes they don't. And when they don't, feelings of loneliness are common.

Teaching is a private activity. The norm among teachers in relating with one another is polite non-intervention. And teachers seldom believe that those who are formally identified as helping agents, such as superiors and administrators, are in fact helpful.

Teachers likewise commonly find themselves caught in conflict between competing curricular values. They perceive themselves, for example, as teachers of a discipline on one hand and pastoral agents on the other. There is seldom time to do both adequately, and the conscientious teacher commonly experiences the feeling that "No matter what I do, I can't do enough."

The exhausting nature of teaching is exacerbated by the organizational culture. Schools, as earlier noted, are bureaucracies. Management tends to have the major decision-making power, and teachers often perceive themselves as powerless

even with respect to defining their roles. The legislature, the state department of education, the diocesan office, and the building administration make decisions which impact on the teaching role, often without teacher consultation. The effect is that teachers are called upon to do more and more in basically the same amount of time. Competency program planning, course of study revision, lesson planning, implementation of new instructional units—these are just a few of an expanding set of tasks to be completed.

Busyness is perhaps the best descriptor of the teacher's culture, and this busyness tends to drive out reflection. This hecticness, combined with the fact that the teacher's first allegiance is often to the department and discipline rather than to the school itself, interact to restrict teacher reflection on such questions as: "What is the school's reason for being?" and "Why are we here?"

In this context the director commonly experiences difficulty in focusing teacher attention on development program needs. This reality is unlikely to change except as the cultural impediments are addressed.

Indirect Actions

In endeavoring to counter the culture, the director can engage in a series of advocacy positions with the administration. Advocacy efforts might focus on assuring that:

- teachers are greeted as they come to the building each day;
- teachers are engaged in decision-making on matters of program substance and working conditions;
- administrators are available to staff at predictable times;
- staff meet socially on a regular basis;
- staff are encouraged to set and work toward goals that are important to them;
- teachers are reinforced for positive performance;
- in-class assistance is provided to teachers when they need it;
- staff planning time is protected;
- staff responsibilities are fairly distributed;
- informal teaming among faculty is encouraged;
- care is taken to assure that "too many positive programs" aren't being carried out simultaneously;

- "thinking time" is given priority;
- communications with administration are open;
- time is arranged for colleague interaction on matters of program substance.

Direct Action

In creating development programs, it is important to understand that school faculties are absolute masters at subverting program efforts which they don't support. They tend not to support programs in which they have had little input. In this light, the first direct action to be taken toward creating a positive culture is assuring that faculty are represented on the development program planning body; the second is to assure that the faculty representatives have substantial visibility with faculty and are at work creating within the group a sense of need for involvement.

Effective leadership mobilizes; it does not coerce. It is also collective; there is no effective leadership without committed followership. There cannot be committed followership without the group's first owning the development program's outcomes. Once faculty involvement has been effected, it is important to:

- reinforce individual faculty on a periodic basis for their involvement;
- involve yourself in being a helper to faculty on their problems;
- work as a faculty advocate;
- respect faculty commitments to their role in considering the type and amount of faculty involvement in the development program conduct.

Tying It Together

The development director's role is enormously complex and personally demanding. Effectiveness in the role requires that the director take care of self as well as those involved with the program. The effective management of time, working in helping ways with others, managing conflict, and countering the culture are mechanisms for unifying both essential emphases.

Effective leaders have mastered a "new" set of competencies. They are able to respond to the future, to acknowledge

and share uncertainty, and to embrace error; they work continuously at gaining self-knowledge and becoming interpersonally competent. In essence, they work without fear. They engage regularly in self-assessment, set growth outcomes, and work assiduously to strengthen themselves while concurrently working to empower others.

For the development director, the modeling of these behaviors and mindsets is essential to providing effective program leadership.

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